

## CROSS ELEMENTARY

1325 Ranger Drive  
Cross, SC 29436

**GRADES** K-6 Elementary School

**ENROLLMENT** 492 Students

**PRINCIPAL** Dr. Carolyn Myers-Gillens 843-899-8916

**SUPERINTENDENT** Dr. J. Chester Floyd 843-899-8600

**BOARD CHAIR** Harriett Dangerfield 843-899-8602

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	10	57	48	4

#### IMPROVEMENT RATING:

#### AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

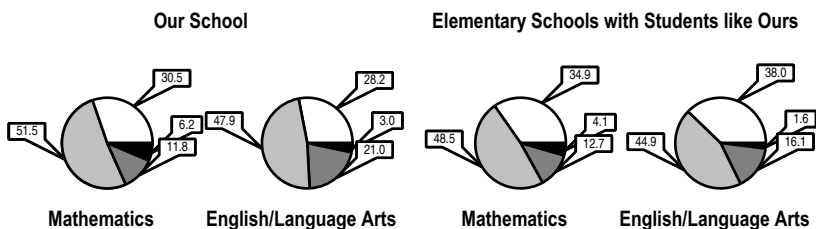
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Average	Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	38	76	55
Percent satisfied with learning environment	80.6%	76.7%	76.9%
Percent satisfied with social and physical environment	83.8%	73.3%	76.5%
Percent satisfied with home-school relations	54.1%	84.7%	81.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	325	100.0	28.2	47.9	21.0	3.0	23.9	17.6
Gender								
Male	162	100.0	37.6	45.6	14.1	2.7	16.8	17.6
Female	163	100.0	19.2	50.0	27.6	3.2	30.8	17.6
Racial/Ethnic Group								
White	60	100.0	20.8	37.7	32.1	9.4	41.5	17.6
African-American	264	100.0	29.9	50.2	18.3	1.6	19.9	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	238	100.0	21.0	47.8	27.2	4.0	31.3	17.6
Disabled	87	100.0	48.1	48.1	3.7	N/A	3.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	325	100.0	28.2	47.9	21.0	3.0	23.9	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	325	100.0	28.3	47.7	21.1	3.0	24.0	17.6
Socio-Economic Status								
Subsidized meals	288	100.0	29.2	48.7	18.8	3.3	22.1	17.6
Full-pay meals	37	100.0	20.6	41.2	38.2	N/A	38.2	17.6

Mathematics								
All students	325	100.0	30.5	51.5	11.8	6.2	18.0	15.5
Gender								
Male	162	100.0	32.2	52.3	10.1	5.4	15.4	15.5
Female	163	100.0	28.8	50.6	13.5	7.1	20.5	15.5
Racial/Ethnic Group								
White	60	100.0	11.3	60.4	15.1	13.2	28.3	15.5
African-American	264	100.0	34.7	49.4	11.2	4.8	15.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	238	100.0	25.0	51.3	15.6	8.0	23.7	15.5
Disabled	87	100.0	45.7	51.9	1.2	1.2	2.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	325	100.0	30.5	51.5	11.8	6.2	18.0	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	325	100.0	30.3	51.6	11.8	6.3	18.1	15.5
Socio-Economic Status								
Subsidized meals	288	100.0	31.7	50.9	11.8	5.5	17.3	15.5
Full-pay meals	37	100.0	20.6	55.9	11.8	11.8	23.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	72	N/A	25.4	49.3	23.9	1.4	25.4
	Grade 4	72	N/A	35.7	51.4	11.4	1.4	12.9
	Grade 5	86	N/A	40.7	51.2	8.1	N/A	8.1
	Grade 6	80	N/A	32.5	41.3	20.0	6.3	26.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	83	100.0	14.3	36.4	42.9	6.5	49.4
	Grade 4	70	100.0	20.0	61.5	18.5	N/A	18.5
	Grade 5	78	100.0	43.8	42.5	13.7	N/A	13.7
	Grade 6	94	100.0	33.3	52.2	10.0	4.4	14.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	72	N/A	42.3	40.8	12.7	4.2	16.9
	Grade 4	72	N/A	38.0	43.7	14.1	4.2	18.3
	Grade 5	86	N/A	51.2	43.0	3.5	2.3	5.8
	Grade 6	80	N/A	36.3	41.3	17.5	5.0	22.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	83	100.0	22.1	61.0	9.1	7.8	16.9
	Grade 4	70	100.0	27.7	43.1	16.9	12.3	29.2
	Grade 5	78	100.0	49.3	39.7	9.6	1.4	11.0
	Grade 6	94	100.0	24.4	58.9	12.2	4.4	16.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 492)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.6%	Down from 3.2%	2.8%	2.4%
Attendance rate	95.8%	Down from 96.4%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.6%	Up from 4.8%	5.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	19.0%	Up from 18.0%	7.8%	8.0%
Older than usual for grade	1.8%	Up from 1.7%	2.7%	1.1%
Suspended or expelled	0.2%	No change	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	53.7%	Up from 52.4%	46.2%	50.0%
Continuing contract teachers	73.2%	Down from 76.2%	78.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.3%	Up from 84.4%	79.8%	86.2%
Teacher attendance rate	94.3%	Up from 94.0%	95.0%	95.3%
Average teacher salary	\$40,152	Up 7.8%	\$38,063	\$39,909
Prof. development days/teacher	10.1 days	Down from 13.3 days	13.5 days	11.4 days

School				
Principal's years at school	17.0	Down from 29.0	3.0	4.0
Student-teacher ratio	17.9 to 1	Down from 19.3 to 1	17.0 to 1	18.9 to 1
Prime instructional time	89.6%	Up from 89.3%	88.5%	89.7%
Dollars spent per pupil*	\$7,028	Up 66.1%	\$6,725	\$5,892
Percent spent on teacher salaries*	56.9%	Down from 58.3%	63.9%	66.6%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	Up from 95.1%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Cross Elementary School has created a positive climate for learning based upon our school motto **BELIEVE IN MYSELF...I CAN!** The school population is unique and ranges from four-year old child development through sixth grade. The school is fully accredited by the Southern Association of Colleges and Schools. The school qualifies for Title I funding based on a free- and reduced-price-lunch rate exceeding 90%.

The school offers a wide variety of educational programs to benefit all levels and styles of learners. A quality fine arts program provides students art, music, library, physical education, and science lab classes once a week. In addition, band and strings are offered to fifth and sixth-grade students. All students are provided computer lab instruction. Students performing below grade level are placed on academic assistance plans as required by the State Department of Education. Students needing additional instruction in math and reading are provided assistance in after-school tutoring classes. Selected fourth and fifth-grade students are provided tutoring and extracurricular activities through a 21st Century grant. Selected sixth-grade students receive additional tutoring and activities through the Communities in Schools grant.

Cross Elementary School was awarded "Flagship Status" through the Schools of Promise initiative sponsored by the South Carolina Association of School Administrators. The "Healthy Schools" program combines the efforts and resources of the school, community, and business partners to promote academic achievement and well-being of local youth. The school, in collaboration with the School Improvement Council, was successful in implementing and achieving its programs and goals in service learning, School-to-Work grants, school volunteers, annual career day, DADS mentoring program, and the school-wide Accelerated Reading incentive program.

The Cross Elementary School staff places continual emphasis on professional growth and development. All faculty members are trained in the 6+1 Writing Traits model, Everyday Math curriculum, and the Cunningham Language Arts Model of instruction. Teachers, administrators and classified staff are given opportunities to participate in local workshops and state and national conferences to enhance their skills. In addition, several teachers participate in the South Carolina Reading Initiative to improve language arts instruction.

Student achievement in grades one through six continues to show improvement in language arts and mathematics. Full implementation of the Everyday Mathematics curriculum will continue to enhance the math program and show student progress.

Carolyn Myers-Gillens, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.